

**THE INFLUENCE OF USING REAP (READ, ENCODE,
ANNOTATE, PONDER) STRATEGY TOWARD STUDENT'S
READING COMPREHENSION ON RECOUNT TEXT AT THE
SECOND SEMESTER OF THE EIGHTH GRADE OF MTs AL-
MUBAROK BANDAR MATARAM IN ACADEMIC YEAR OF
2020/2021**



A Thesis

Submitted as Partial Fulfillment of the Requirement for S1-Degree

By

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ABSTRACT

The objective of the research was to find out whether or not there was significant influence of using REAP (Read, Encode, Annotate, Ponder) strategy towards students' reading comprehension on recount text at the second semester of the eighth grade of MTs Al-Mubarak Bandar Mataram in the academic year of 2020/2021. The students' reading of MTs. AL-Mubarak was still low especially in reading recount text. It from the students' reading score in preliminary research. There were 69,03 % of the students who got the score under 68 as the criteria of minimum mastery. To solve the problem, this research was apply REAP (Read, Encode, Annotate, Ponder) strategy. REAP (Read, Encode, Annotate, and Ponder) strategy that was one of reading comprehension strategy proven to have positive effect to increase students' comprehension while reading text.

This research was conducted by using quasi experimental design with pretest and post test design. The population of the research was the eight grades of MTs. AL-Mubarak Bandar Mataram. The total sample was 74 students that were taken from 2 classes. VIII B and VIII C. They were 37 students for experimental class and 37 students for control class. In experimental class was using REAP (Read, Encode, Annotate, and Ponder) strategy and in the control, class was using skimming and scanning. The treatments were held in 3 meetings in which 2 X 45 minutes for each class. In collecting the data, this research was using the instruments in multiple choice items of reading comprehension in recount text. Before giving the treatment, pre test was given for both classes. Then, after conducting the treatments, was given post test. After giving pre-test and post test, the researcher was analyzed the data using SPSS.

From the data analysis, it was obtained that result of Sig. (P_{value}) = $0.000 < \alpha = 0.05$. It means that H_0 rejected and H_a accepted. Therefore, there was significant influence of using REAP (Read, Encode, Annotate, Ponder) strategy toward tudents reading comprehension on recount text.

Keywords: REAP (Read, Encode, Annotate, Ponder) Strategy, quasi experimental, reading comprehensions.

DECLARATION

I hereby state that this thesis entitle “The Influence of Using REAP (Read, Encode, Annotate, Ponder) Strategy Toward Students Reading Comprehension on Recount Text at the Seconds Semester of The Eighth Grade Of Mts Al- Mubarak Bandar Mataram in the academic year of 2020/2021” is definitely my own work. I am fully aware that I have quoted some statements and theories from several sources and they are properly acknowledged in the text.

Bandar Lampung, 29 April 2021

Declared by



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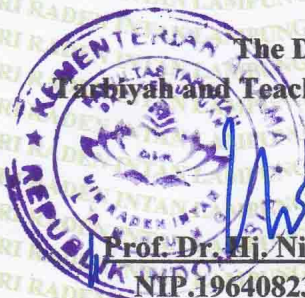
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MOTTO

وَقُلْ لِعِبَادِي يَقُولُوا الَّتِي هِيَ أَحْسَنُ إِنَّ الشَّيْطَانَ يَنْزِعُ بَيْنَهُمْ إِنَّ الشَّيْطَانَ

كَانَ لِلْإِنْسَانِ عَدُوًّا مُبِينًا ﴿٥٣﴾ سورة الإسراء: ٥٣

“Let them say the better (correct) words. In fact, the devil caused a dispute between them. Indeed, the devil is a real enemy of humans”.¹
(Q.S Al-Isra’: 53)

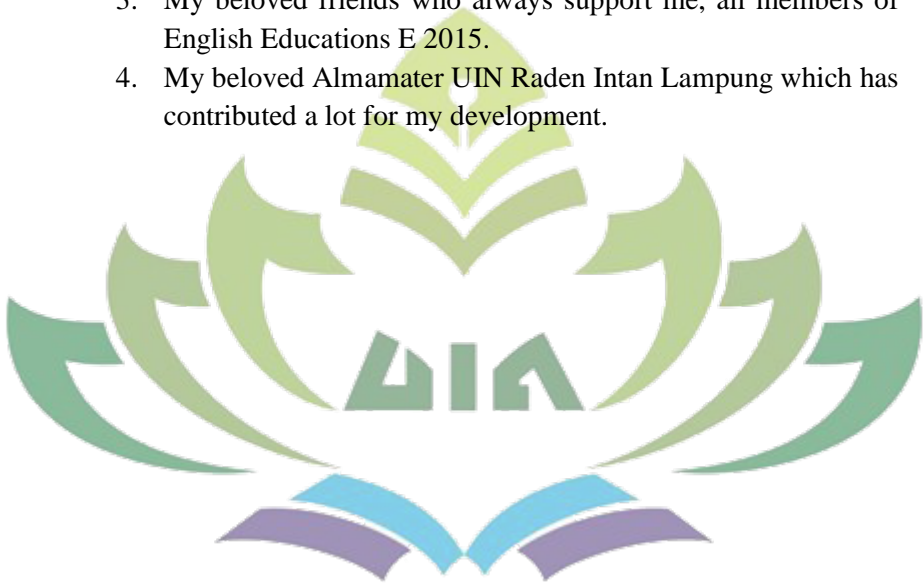


¹ Al-Aliyy, *The Meaning of Holy Qur'an* (Bandung: Diponegoro publication, 2005), p. 229.

DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Sutopo, S.Pd. and Ms. Ristatik, who always prays, supports for my success and advices me all the time. I love them so much.
2. My beloved sisters, Pipit Marga Sari, S.Pd, Yuli Riana Sari, S.Pd, Puput Putri Sari, S.Si and my beloved brother Tegar Bagus Samudra who always motivates and prays for my success.
3. My beloved friends who always support me, all members of English Educations E 2015.
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CURICULUM VITAE

Oktavia Perwita Sari was born in Uman Agung on October 15th 1996. Okta is the fourth children of Mr. Sutopo, S. Pd and Ms. Ristatik. She has three sisters (Pipit Marga Sari, S. Pd, Yuli Riana Sari, S. Pd, Puput Putri Sari S. Si) and one brother (Tegar Bagus Samudra). She lives in Uman Agung, Bandar Mataram, Lampung Tengah.

She began her study in Elementary School at SD Negeri Utama Agung in 2002 and graduated in 2008. Then she continued her study in Junior High School at SMP Negeri 1 Bandar Mataram graduated in 2011. After that, she studied at SMK YPI Seputih Mataram and graduated in 2014. After finishing her study in Senior High School, she decided to study in English Education Study Program of Tarbiyah and Teacher Training Faculty of State Islamic University (UIN) Raden Intan Lampung.



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The words are not enough to say any appreciations for their help and contributions on this thesis. May Allah SWT protect and give them happiness throughout their life. Finally, it has to be admitted that nobody is perfect and this research is fully aware that there are still a lot of weaknesses in this thesis. Therefore, this thesis welcomes criticisms and suggestions from the readers to enhance the quality of this thesis.

Bandar Lampung, 17 JUNI 2021
The Researcher,

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CHAPTER I INTRODUCTION

A. Background of the Problem

In the modern era, the ability to communication with the other people to get information is very important, and the ability to master more than one language is crucial because the knowledge does not only come from our country, but also come from the foreign countries. Unfortunately, the knowledge from the other countries is large than our country. So, the mastery of foreign language is must for us, as the young generation, to get knowledge.

According to Patel and Jain, language is used to communications our thoughts and ideas. Language is essential for our survival and development as human being. Language is result of culture experience.¹ It mean that language also used people to express idea, thought opinion, and feeling for communication. So, we can say that language is every important for individuals to live in a society. There are many languages in the world. One of them is English.

According to Brown, learning a second language is a long and complex understanding.² It mean that English is difficult language to used or English is a foreign language for many countries in the world, especially Indonesian.

In learning English there are four skill that must be studied by students, they are listening, speaking, reading, and writing. These skills are related one to another. Reading is a part in daily life and also very important in academic one. It supported by Patel and Jain, reading is an important activity in life with which one can update our knowledge.³ It mean that reading is activities of the student to get information that is needed, and reading students can know what the written want to share to us and get more knowledge by reading.

¹M.F.Patel. And Praveen M. Jain. *English Language Teaching (Methods, Tools, and technique)*. (Jaipur: Sunrice, 2008) p.31

²H. Douglas Brown, *The Principles of Language and Teaching*. (New York, Longman, 2007), p.1

³M.F.Patel. And Praveen M. Jain. *English Language Teaching.....*,p.113

In Indonesian, we use Indonesian language as the main language, and English as a foreign language. So of course, English is still difficult to use in communicate every day, one of them in reading, many that feel difficult in reading, this is because many causes, that is low interested to reading comprehension, lack vocabulary owned, and strategy in reading which not interesting and monotonous.

According to Rahmawati, she argued that problems of reading skill that encountered to the understanding of the text reading lies in the lack of knowledge about reading materials and ignorance of how to connect ideas between sentences to each other.⁴ Lack of knowledge about reading material this can make students be interested in reading, and coupled with the use of a foreign language. As for knowing the contents of the reading, we have to connect ideas between sentences to each other, but when students lack knowledge about the readings, then how the students can know the contents.

Based on the syllabus of the eighth grade, students are expected to be able to comprehend reading. Even so, many students had problem in comprehending the text, especially occurred in class VIII of MTs Al- Mubarak Bandar Mataram. There are a lot of students in there did not pass minimum standard mastery (KKM) in reading.

Table 1

Students' Reading score at the Eight Grade of MTs. Al-Mubarak in the academic year of 2020/2021

NO	CLASS	Students score		Number of students
		<68	≥68	
1	VIII A	26	13	39
2	VIII B	24	13	37

⁴ Fika Megawati, "The Difficulty of Students In Achieving of Effective English Learning ." *Jurnal Pedagogia*, Vol. 5, No. 2 (August 2016), p. 149, Available on https://scholar.google.com/citations?user=cOscBQIAAAAJ&hl=en#d=gs_md_cita-d&u=%2Fcitations%3Fview_op%3Dview_citation%26hl%3Den%26user%3DcOscBQIAAAAJ%26citation_for_view%3DcOscBQIAAAAJ%3A2osOgNQ5qMEC%26tzm%3D-420 accessed on : Sunday, 8 December 2019.

3	VIII C	28	9	37
Total		78	35	113
Percentage		69,03%	30,97%	100%

Based on interviewing an English teacher of MTs Al-Mubarak Bandar Mataram, Mrs. Sisti Rahayui, S.H, she said there are some problems faced by students in reading activities in the classroom. The problems of reading are, the students' ability in reading was low, especially specification of reading comprehension in recount text. They were difficult to understand a recount text. It happened because the students were bored in the activity of the class. Students did not have rich vocabulary and were difficult to comprehend English text. The student's difficulty in comprehending in English text because they did not know content in the text and did not know meaning vocabulary.⁵

In addition, the factors to make low of students reading comprehension and students reading skill are on the method, strategies and technique use in the learning activities in the class. From the result of interviews, teacher actually uses skimming and scanning strategy. According to Brown, Skimming is a strategy of rapidly moving the eyes over the text with the purpose of getting only the main ideas and the general overview of the content.⁶ This means that it is mostly used to identify the main ideas of a text, and this is often done when the reader has a lot of material to read in a limited amount of time or skimmed when they want to answer questions based on the text quickly. Scanning strategy is the strategy for quickly finding specific information in a text while ignoring its broader meaning. Scanning is simply means searching with a purpose reading the text quickly to find specific information.⁷ Its mean that, scanning is a strategy to look for specific information or ideas in a written text such

⁵Sisti Rahayu, The English Teacher in MTs. Al-Mubaroq, *An Interview for Preliminary Research*, Bandar Mataram, January 15th, 2020.

⁶ H.Douglas Brown, *Teaching by Principles : An Interactive Approach to Language Pedagogy 2nd Ed* (New York : Longman, 2001), p. 308

⁷ *Ibid*

as name, date, place, or certain content without reading the entire reading text. besides the reader can also scan the text looking for clues from an image contained in the reading text. The weakness of the skimming and scanning strategy is firstly this strategy only search of the main ideas or focus on the main idea without reading the entire of the reading text, secondly superficial, not specific enough to be able to tell all the details, to pass

exam about it. we often have gone back and re-read the entire passage again to understand. And the last poor comprehension and retention of material.

After researcher interviewing the teacher, the researcher also gave the all students of eighth grade questionnaires to know the necessary and weakness of students. First of all, students are responding that English is difficult lesson, so this is making they are not interesting to study English. Some of the students still believed that reading was difficult because factors; they were had a problem to decode words and sentence. they spent many times for translating words and sentence in text so they are thinks this is boring activity. The last, Students had difficulty in comprehending English text, because teacher did not use interesting strategy for student.

In order to minimize the problem, the researcher assume that factors should be taken for some strategy in teaching reading and an approach reading comprehension to motivate students. So, the teacher should be able to apply a certain strategy and approach to improve students reading comprehension and to make them enjoy in the teaching leaning activities. Based on reason above the researcher take this title to make reading easier to learn for students.

According to De Corte, *et al.* pointed that out students who were trained to use reading strategies scored better in their reading comprehension than those who were not trained. It appears that the main difference between effective and weak readers is their ability to use reading strategies and to know which particular strategies are

valuable ⁸. Its mean that the teacher can make a strategy that interesting, everyone know if that reading comprehension strategies are not taught in schools as often as it should be. The support by Duke & Pearson, mastery and use of effective reading strategies is considered as essential for an increased text comprehension. ⁹ By this, REAP (Read, Encode, Annotate, Ponder) strategy will conduct appropriate strategy for students reading comprehension. From this strategy the students are able. This reading strategy is noted as useful in helping students actively interact with the text and construct meaning while reading. The support by Eanet and Manzo asserted that the use of REAP through modeling and guided practice supports increased comprehension and also develop students' higher-order thinking and reading skill. ¹⁰

There is some previous research done by researchers related to applying REAP (Read, Encode, Annotate, Ponder) strategy in teaching reading. The first researcher was conducted by Chanting Nadia Arianggi under the title "The Effectiveness Of Using REAP (Read, Encode, Annotate, Ponder) Strategy To Improve Reading Comprehension Ability In New Items Text At The Eighth Grade Students Of SMPN 7 Purworejo In The Academic Year 2013/2014."¹¹

In this previous research, the researcher then statistically analyzed the data by using t-test pooled variance. The sample was 60 students taken from eighth grade of SMPN 7 Purworejo. The result of

⁸Dawit Tibebe Tiruneh "The Effect of Explicit Reading Strategy Instruction on Reading Comprehension of Upper Primary Grade Students." *International journal of Education*, Vol. 6, No.3 (August 2014), p.82. Available on : <https://pdfs.semanticscholar.org/12f9/74d9e9bdf76c852cc36d8d337376ae4a8ee7.pdf> accessed on : Monday, 18 November 2019.

⁹ Dawit Tibebe Tiruneh "The Effect of Explicit.....p.38.

¹⁰ Ibid

¹¹ Chanting Nadya Arianggi, *The Effectiveness of using REAP (Read, Encode, Annotate, Ponder) strategy to Improve reading comprehension ability in narrative text at the eighth grade students of SMPN 7 Purworejo in the Academic year 2013/2014*, A Thesis of S 1 Degree in English Education Program of Teacher Training and Education Faculty Muhammadiyah University Of Purworejo, 2014. Available on <http://202.91.10.51:8080/xmlui/bitstream/handle/123456789/2522/102120150-Canthning%20nadya%20arianggi.pdf?sequence=1&isAllowed=y> accessed on : Monday 18 November 2019

this research, reap strategy is effective for teaching news items text. As the fact, the result of t-value is 3.66 based on the 0.05 significant level, the value of t-table is 2.00. the result of computation shows a that t-value is higher than t-table, that is $3.66 > 2.00$. so, it can be stated that the alternative hypothesis “the use of REAP strategy improve reading comprehension ability in news items text at the eighth-grade students of SMPN 7 Purworejo is effective” is accepted.

And the second researcher was conducted by Ardia Wulandari Nurdani, under the title “Using REAP (Read, Encode, Annotate, Ponder) Strategy to Teach Reading Ability at tenth grade Students of Islamic high school Nururroddhiyah Kota Jambi.”¹² In this previous research, in collecting the data the researchers used test.. In analyzing the data, the researcher used T-test formula operated by SPSS 16. From the result with significane 0.05 % showed the average of experimental group score was 75.65 and the result of average of control was 63.30. the resuly of t-test stated that p value < 0.02 , p value = 0.000. It means H_1 accepted that REAP strategy can make different significane on students reading ability at the tenth grade MAS Nururroddhiyah Kota Jambi.

In conclusion, there is a significance of using REAP strategy toward reading ability ability at the tenth grade MAS Nururroddhiyah Kota Jambi.

There are some different between previous research and present research. The differences among previous and this research are the material to conduct it, the first previous research focused on the Effectiveness of using REAP (Read, Encode, Annotate, Ponder) strategy to Improve reading comprehension ability in narrative text. And then the second previous research focused on Using REAP (Read, Encode, Annotate, Ponder) Strategy to teach students reading ability. Meanwhile in this present research will used REAP (Read,

¹² Ardia Wulandari Nurdani, *Using REAP (Read, Encode, Annotate, Ponder) Strategy to teach Students reading ability At tenth grade MAS Nurroddiyah Kota Jambi 2*, A thesis of S1 Degree English Education of State Islamic University of Sulthan Thaha Saifudin Kasim Riau Pekanbaru, 2013. Available on : http://repository.uinsuths.ac.id/10131/1/2015_20151311PBI.pdf accessed on : Sunday, 20 juny 2021.

Encode, Annotate, Ponder) strategy for significant improvement in reading comprehension in recount text.

Related to those researches, this study is supposed in examining whether teaching learning process by using REAP (Read, Encode, Annotate, Ponder) strategy has any influence to the students reading comprehension on recount text at the second semester of the eighth grade of MTs Al- Mubarak Bandar Mataram in the academic year of 2020/2021 or not. Therefore, this research entitled: The Influence of using REAP (Read, Encode, Annotate, Ponder) Strategy toward students Reading Comprehension on Recount text at the seconds semester of the eighth grade of MTs Al- Mubarak Bandar Mataram in the academic year of 2020/2021.

B. Identifications of the problem

Based on the background above the researcher would like to identify some problems as follows:

1. The students have limited vocabulary.
2. The students reading comprehension is low
3. The students found difficulty in identifying main idea.
4. Students reading score was still low under KKM especially on recount text.

C. Limitation of the Problem

Based on the background and identification of the problem above, the researcher will focus this research on the influence of using REAP (Read, Encode, Annotate, Ponder) Strategy as in teaching students reading comprehension on recount text. It is conducted for the second semester at eighth grade of MTs Al- Mubarak Bandar Mataram in the academic year of 2020/2021.

D. Formulation of the Problem

Based on the background of the problem above, the formulation of the problem as follows: Is there a significant influence of using REAP (Read, Encode, Annotate, Ponder) toward students' reading comprehension on recount text at the second semester of the eighth grade of MTs Al- Mubarak Bandar Mataram in the academic year of 2020/2021?

E. Objective of The Problem

Based on the formulation of the problem above, the objective of this research will be finding out whether there is a significant influence of using REAP (Read, Encode, Annotate, Ponder) toward students' reading comprehension on recount text.

F. The Significance of the Research

This research will be hopefully useful both practically and theoretically :

1. Theoretically, For the theoretical contribution, the result of this research is expected to support the previous theories about the influence of REAP (Read, Encode, Annotate, Ponder) Strategy toward students reading comprehension in recount text.
2. Practically

For practical contribution, the result of this research is expected that:

- a. For the teacher of MTs. Al- Mubarak, by implementing this strategy is expected to be able to increase their knowledge and become more creative in learning reading in the classroom also can enrich the theory and method in teaching reading comprehension.
- b. For the students, the result of this research is expected to improve their reading comprehension, make them bravery to ask question, to show their argument, and to build their thinking skills.

- c. For the researcher, this researcher can be as reference for the other researcher in using REAP (Read, Encode, Annotate, Ponder) Strategy to improve students reading comprehension in recount text.

G. Scope of the Research

1. Subject of the research

The subject of the research is the students of the eighth grade of MTs Al- Mubarak Bandar Mataram in the academic year of 2020/2021.

2. Object of the research

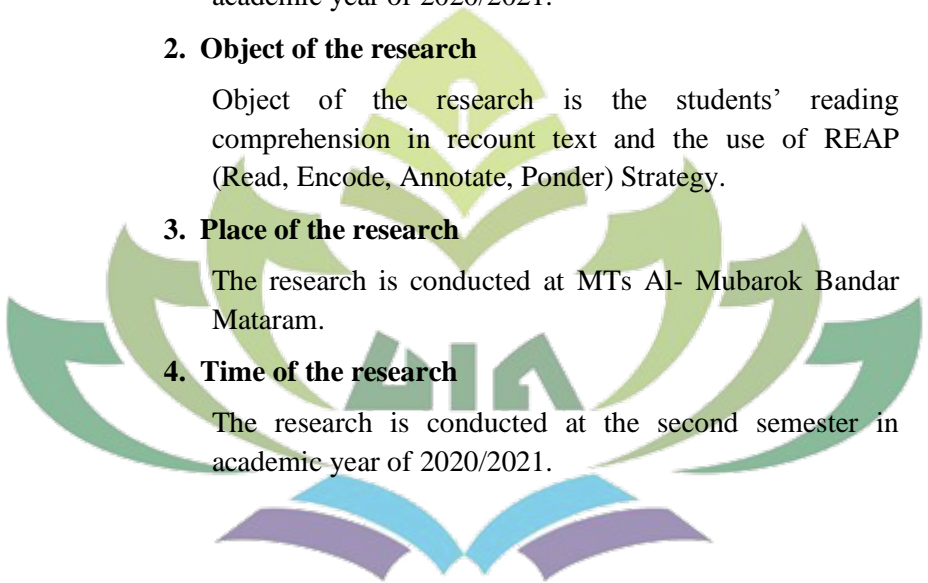
Object of the research is the students' reading comprehension in recount text and the use of REAP (Read, Encode, Annotate, Ponder) Strategy.

3. Place of the research

The research is conducted at MTs Al- Mubarak Bandar Mataram.

4. Time of the research

The research is conducted at the second semester in academic year of 2020/2021.





CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Reading

1. Definition of Reading

There are four skill in English witch should be mastered, they are: speaking, reading, listening and writing. Reading has very important social role in our life. According to Nunan, reading is a fluent process of readers combining information from a text and own background knowledge to build meaning.¹³ It means that by reading the reader can know all of the information and the reader can get more knowledge in the text by reading.

Reading is an interactive process in which readers construct a meaningful representation of a text using effective reading strategies.¹⁴ It means that effective reading strategies can make the reader construct a meaningful representation of the text when they are in process reading. Reading comprehension, review the effective strategies for reading comprehension, and finally mention findings of learners' reading strategies and their reading comprehension proficiency.

In conclusions effective reading strategies are considered as significant skills that have received the special focus on students reading comprehension proficiency. By reading we know what the researcher wants to share to us. And reading is very important for our daily activity because after reading we can get information and get more knowledge in the text.

¹³ David Nunan, *Practical English Language Teaching* (Singapore: The Mc Graw-Hill Companies, 2003), p. 68

¹⁴ Narjes Banaou Sabouri, "How Can Students Improve Their Reading Comprehension Skill." *Macrothink Institute*, Vol. 6 No. 229. Available on : <http://www.macrothink.org/journal/index.php/jse/search/authors/view?firstName=Narjes%20Banou&middleName=&lastName=Sabouri&affiliation=Department%20of%20Linguistics%2C%20Payame%20Noor%20University%2C%20Tehran%2C%20Iran&country=IR> accessed on : Sunday, December 1, 2019.

2. Type of Reading

There are four type of reading that are usually applied in reading class, intensive reading, extensive reading, aloud reading, silent reading.

a. Intensive reading

Intensive reading is text reading or passage reading, in this reading the learner read the text to get knowledge or analysis. The goal of this reading is to read shorter text. Some possible example of intensive reading material is report, news articles, blog spots and short pieces of text such as short stories. Which mean that intensive reading is the reader activity to read a short text to get information and knowledge in that text.

b. Extensive reading

Extensive reading means reading many books (or longer segments of text) without a focus on classroom exercises that may test comprehension skills. Possible examples of extensive reading are magazines, graded readers, novels and comic books. It means that extensive reading is the reader read the longer of reading material or reading many books to get more information and knowledge and also understanding all of the component and meaning of the text.

c. Aloud reading

Reading aloud also play important role in teaching of English. It means that reading aloud can used in the class, and teacher should know that the training reading aloud must be given at primary level because it is base of words pronunciation.

d. Silent reading

Silent reading is very important skill in teaching of English because this reading should be employed to increase reading ability among learners. Silent reading is done acquire a lot of information. It means that silent reading is the subject matter should be interested and effective and selected from the reading material developed it.

From explanation above, we know that there are four types in reading, they are intensive reading, extensive reading, aloud reading and silent reading. Intensive reading involves reading short text in order to extract specific information, extensive reading is the reader read the longer of reading material or reading many books to get more information and knowledge and also understanding all of the component and meaning of the text, aloud reading is also play important role in teaching of English. Meanwhile, silent reading very important skill in teaching of English because this reading should be employed to increase reading ability among learners.

3. Concepts of Reading

Reading comprehension have revealed that reading is a complex cognitive activity that is crucial for adequate functioning and for obtaining information in current society and requires an integration of memory and meaning construction.¹⁵ Students need to know how to learn from reading in order to be able to enter the present literate society and have a successful communication. Reading has been defined as an active process in which readers shift between sources of

¹⁵Pezhmanzare, Moomala Othman, “ The Relationship between Reading Comprehension and Reading Strategy Use among Malaysian ESL Learners”. *International Journal of Humanities and Social Science*, Vol. 3 No. 13 (July 2013), p. 187. Available on : http://www.ijhssnet.com/journals/Vol_3_No_13_July_2013/22.pdf. Accessed on : Wednesday, December 4, 2019.

information, elaborate meaning and strategies, monitor their comprehension, and use the social context to reflect their response.

The most important reading is comprehension. According to Tankersley, comprehension is the center of reading that is the heart of reading process and we bring our experiences to act of reading.¹⁶ It means that comprehension is center of reading, it is also influenced by experience of reader. Moreover, according by Patel and Jain, reading comprehension involves understanding the meaning of context, vocabulary, grammatical structure and concepts.¹⁷ It means that reading comprehension is the process by reader to understanding of context, vocabulary grammatical structure and the concepts in the texts.

According to Kintsch, they are defined reading comprehension as the process of creating meaning from text. The purpose is to get an understanding of the text rather than to acquire meaning from individual words or sentences.¹⁸ It means that reading comprehension is viewed as a complex process of truly understanding a text, so it is important for teacher to comprehend some principles in teaching reading.

According to Brown, reading comprehension is primary a matter of developing appropriate, effective comprehension strategies.¹⁹ It means comprehension is ability to understand about something, in order that, the students are able to answer and understand a reading questions form. Based on the language assessment theory by Brown, especially in reading there are some criteria that are commonly used in measuring students' reading comprehension they are:

¹⁶Karen Tankersley, *Thread of Reading Strategy for Literary Development* (Virginia, Library of Congress Cataloging in Publication Data, 2003), p. 90.

¹⁷ M.F.Patel. And Praveen M. Jain. *English Language Teaching (Methods, Tools, and technique)*. (Jaipur: Sunrice, 2008), p. 133.

¹⁸Narjes Banou Sabouri "How Can Studentsp. 230

¹⁹ H. Douglas Brown, *Teaching by Principle, an Interactive Approach to Language Pedagogy*, (2nd Edition), (San Francisco : San Francisco University Press, 2000), P. 306

1. Main idea (topic)
2. Expression / idiom / phrases in context
3. Inferences (implied detail)
4. Grammatical feature
5. Detail (scanning for a specifically stated detail)
6. Excluding facts not written (unstated details)
7. Supporting idea
8. Vocabulary in context²⁰

In conclusion of the explanation above, comprehension is center of reading, it is also influenced by experience of reader. And then Reading comprehension is the process by reader to understanding of context, vocabulary grammatical structure and the concepts in the texts. The result of reading is the reader knows about criteria that commonly used in measuring students' reading comprehension.

4. How to Teaching Reading

According to Brown, teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.²¹ By for this definition teaching enabling the learner to learn, its means that teaching English is used by teacher given their knowledge about English to their students, their students can understand and expected to master English. Therefore, teaching is not only given knowledge, but for this teacher as main idea in educating is expected to use wisely the teacher teach them and given knowledge about English for students in the class. So, using technique, method or strategy based on the needs of students in teaching English is very important. In teaching English, the teacher also teaches four skills in English, they are reading, speaking, listening and writing. These skills are related one to another. Reading is crucial skill for students. But by reading activities the student can get information that is needed. By

²⁰. *Ibid*, p.206

²¹ H. Douglas Brown. Principle of Language and Teaching (4th edition) (San Fransisco : Longman :2000), p. 7.

reading we know what the written want to share to us. We can get more knowledge by reading.

Teaching reading is a teacher guides the students to have reading activity to get the ideas from the reading text. For language teaching, reading is useful for language acquisition. ²²It means that teaching reading is engaging students to be active in reading which to understand the meaning of the text. Teaching reading for English teachers can be the main lesson to help students how to comprehend English texts easily. Moreover, in teaching reading, the teacher has to pay attention to some principles of teaching reading. The principles can be standard to limit teachers when they teach reading. The principles of teaching reading are as follows:

1. Encourage students to read as often and as much as possible.
2. Students need to be engaged with what they are reading.
3. Encourage students to respond the content of a text (and explore their feelings about it) not just concentrate on its construction.
4. Prediction is a major factor in reading.
5. Match the task to the topic.
6. Good teachers exploit reading texts to the full. ²³

Based on the explanation above, it can be concluded that, in the process of teaching reading, the teacher must know the steps of teaching reading by encouraging students to read as often and as much as possible until becomes a good teacher to exploit reading texts to the full.

5. How to Test Reading Comprehensions

Reading comprehension test are supposed to measure reading comprehension. Comprehension test can use a variety a question forms and can have a variety of focuses. Based on nation, there are question form can use testing reading comprehension, such as: pronominal question, yes/no question, true/false question, multiple

²² Jeremy Harmer, *How to Teach English* (Oxford : Person Longman, 2007), p. 99

²³ *Ibid*, p.101-102

choice question, cloze test, sentence completion, incomplete information, diagrams, vocabulary test, matching sentence, etc.²⁴ Furthermore Brown makes available question forms that can be used in reading comprehensions as follows:

- 1) Multiple-choice, such as: multiple-choice vocabulary, contextualized multiple-choice vocabulary/grammar, multiple-choice cloze vocabulary/grammar, same/different, circle the answer, true/false, etc.
- 2) Matching task
- 3) Picture-cued items, such as: picture-cued word identification, picture-cued sentences identification, picture-cued true/false identification, pictured-cued matching word identification.
- 4) Picture-cued task, such as: multiple choice, picture-cued respond, diagram labeling task
- 5) Editing task
- 6) Gap filling task
- 7) Cloze task
- 8) Short-answer task.²⁵

In short, in testing reading comprehension the teacher should provide question forms which appropriate with goals of students reading comprehension, the teacher also should provide reading strategy to his/her students, especially reading in ordering to arouse the students inters and background knowledge to make the students comprehension the task easier. In this research, researcher will use multiple-choice test for the instrument.

²⁴ I.S.P Nation, *Teaching ESL/EFL Reading and Writing* (New York: Routledge,2009), p.25

²⁵ H. Douglas Brown, *Language Assessment*.....p. 191.

B. Concept of Genre Text

1. Definition of Text

A text is a meaningful linguistic unit in a context. A text is both a spoken text and a written text. A spoken text is any meaning spoken text, it can be word or a phrase or a sentence or a discourse. A written text is any meaningful written text.²⁶ It means that is a number of words to given message to riders in written or spoken.

Text have a structure, they are orderly grammatical of words, clauses and sentences, and by following grammatical rules writers can encode a full semantic representation of their intended meaning.²⁷ It mean that the written give the structure of the text likes grammatical of words, clauses and sentence to communication in the text.

2. Types of Text

Texts in English can be classified into several genre, they are:

- a. Spoof, spoof is a text to retell an event with a humorous twist.
- b. Recount, recount is a text to retell events for the purpose of informing or entertaining.
- c. Reports, reports is a text to describe the way things are with reference to arrange of natural, made and social phenomena in our environment.
- d. Analytical Exposition, analytical Exposition is a text to persuade the reader or listener that something in the case.
- e. News Item, news Item is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.
- f. Anecdote, anecdote is a text to share with others an account of an unusual or amusing incident.

²⁶ Mark Aderson, Kathy Aderson, *Text Type in English* (South Yarra : Mackmillan Education Austarlia, 1997), p. 1.

²⁷ Ken Hyland, *Teaching and Researching Writing*, second edition (Edinburgh Gate : Pearson Education Limited, 2009), p. 8.

- g. Narrative, narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.
- h. Procedure, procedure text is a text to describe how something is accomplished through a sequence of action or steps.
- i. Descriptive, descriptive text is a text to describe a particular person, place, or thing.
- j. Hortatory Exposition, hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.
- k. Explanation, explanation text is a text to explain the process involved in the formation or workings of natural or socio-cultural phenomena.
- l. Discussion, discussion text is a text to present (at least) two points of view about an issue.
- m. Review, review text is a text to critique an art work or event for a public audience.²⁸

Based on those explanations, it can be concluding that there are many kinds of text in English for teaching and learning. In this research focused in recount text as form of reading that will be investigated because this kind of reading from is concluded as the material should be learned by the students for the eighth grade.

C. Concept of Recount Text

1. Definition Of Recount Text

There are many kinds of text in English. Every text has the difference in definition, social function, language features, and generic structure. In this case the researcher will focus on recount text.

According to Anderson, recount is speaking or writing about past events or a piece of text that retells past events, usually in the order

²⁸ Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: graham ilmu, 2008), p.1

which they happened. Recount paragraph means that form text telling about someone experience in the past, there for the experience of the readers themselves, such us their adventure and their day's activities.²⁹

It mean that Recount is a kind of text which retells the action happened in the past. According to Cahyono, recount text is telling the experiences in the past. A recount text presents the past experience in the series of events in detail.³⁰ Based on the explanation above, it can be concluded that recount text is a kind of a text that retells past event, to give the information to the readers about the past events.

2. Generic Structure of Recount Text

Additionally, the generic structure of recount text is described as follow:

- a. Orientation:** Giving background information about who, what, where and when.
- b. Events:** A record of events usually recounted in chronological order.
- c. Reorientation:** which "rounds off" the sequences of events or retell about what happened in the end.³¹

Based on explanation above, recount text consists of three parts namely orientation, event, and reorientation. Orientation mentions when the event happened, who was involved, what happened, where and when the event happened. Event tells us what happened in sequence. Reorientation is ending of the story.

3. Language Features of Recount Text

- a. Introducing personal participant** (I, my group, etc.)
- b. Using chronological connection** (First, then, next, etc.)
- c. Using linking verb ;** (Was, were, saw, heard, etc.)

²⁹ Mark Kathy Anderson, *Text Type in English I and II* (Sount Yarra: Machmillian Education Australia, 1997), p. 48

³⁰ Bambang Yudi Cahyono, *Teaching English by Using Various Text Type*, (Malang: State University of Malang Press, 2011), p.14

³¹ Wardiman, Artono et al, *English in Focus for Grade VIII Junior High School (SMP/MTs)*, (Jakarta: Pusat Perbukuan Departement Pendidikan Nasional, 2008), p.70

- d. Using action verb ; (Walked, visited, swam, played, brought, bought etc,)
- e. Using simple past tense ; (S + V2), saw, went, etc.³²

4. Types and example of recount text

According to Keir, there are three types of recount text. There are:

a. Personal recount

Personal recount is these that the writer or that has experienced Personally. It means that personal recount is a story that tells about activities whereas the writer or speaker involves or do by her or himself. This type uses first pronoun (I, we).

Example of personal recount:

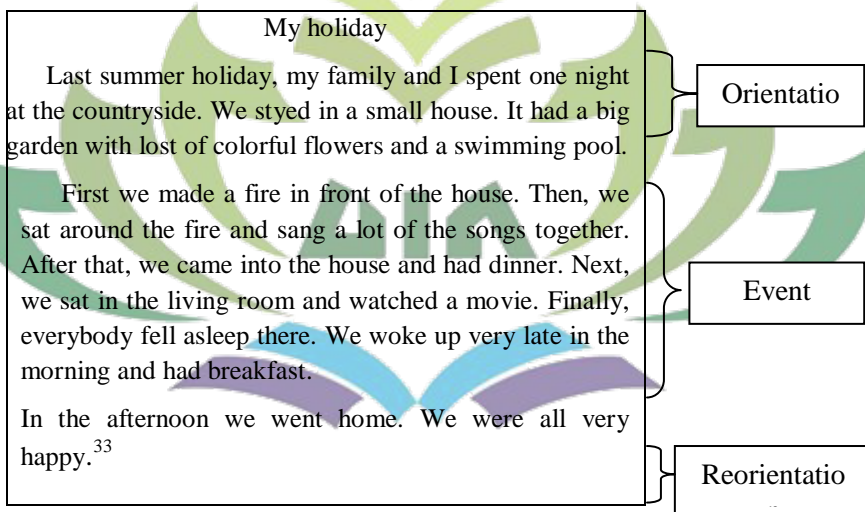


Figure 1. example of personal recount

³² M. Sudarwati and Eudia Grace, Pathway to English 1, (PT. Gelora Aksara Pratama : Erlangga 2014), p.14.

³³ Mukanto, English on Sky 2: for Junior High School Year VIII. (Jakarta : Erlangga, 2007), p. 63.

b. Factual Recount

Factual recount records the details of a particular incident. A factual recount is concerned with recalling accurately. This type uses the third person pronouns (he, she, it and they). Some example includes: accident report and historical recount.

Example of factual recount:

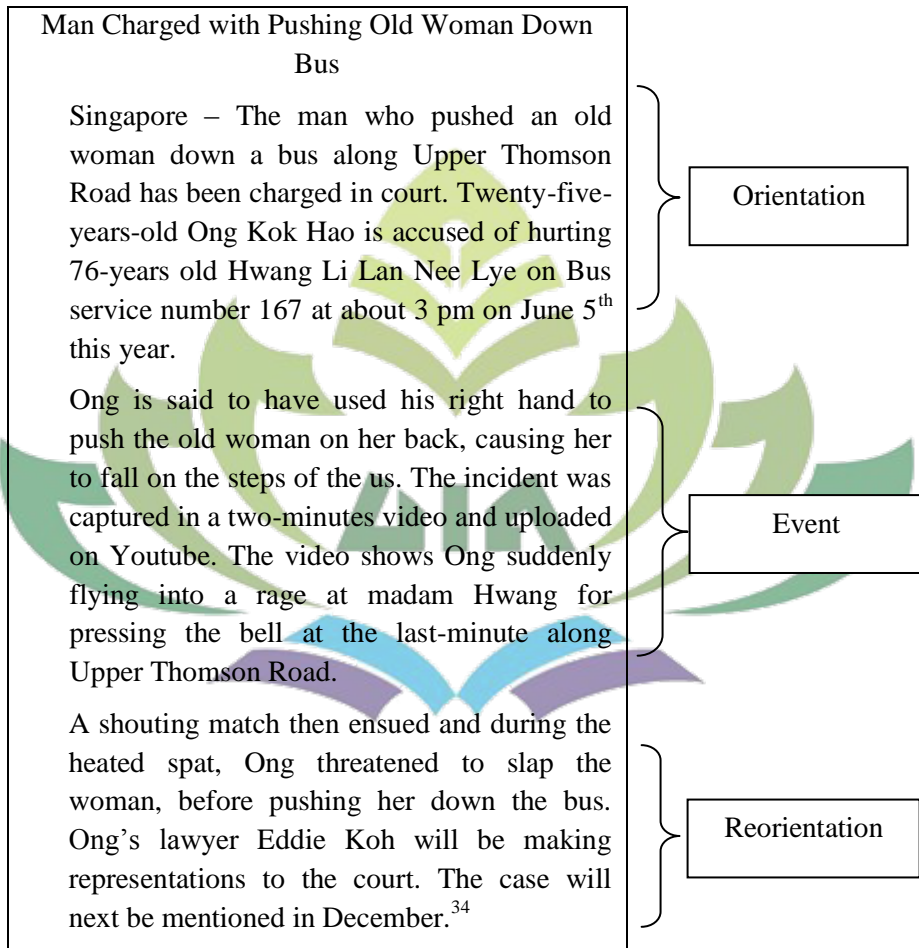


Figure 2. example of factual recount

³⁴ Mukanto, English on Sky 2: for Junior High Scholl Year VIII. (Jakarta : Erlangga, 2007), p. 67.

c. Imaginative recount

Imaginative recount gives details of what might have happened in the past. It means that imaginative recount describes an imaginary role and gives details of imaginary events.

Example of imaginative recount:

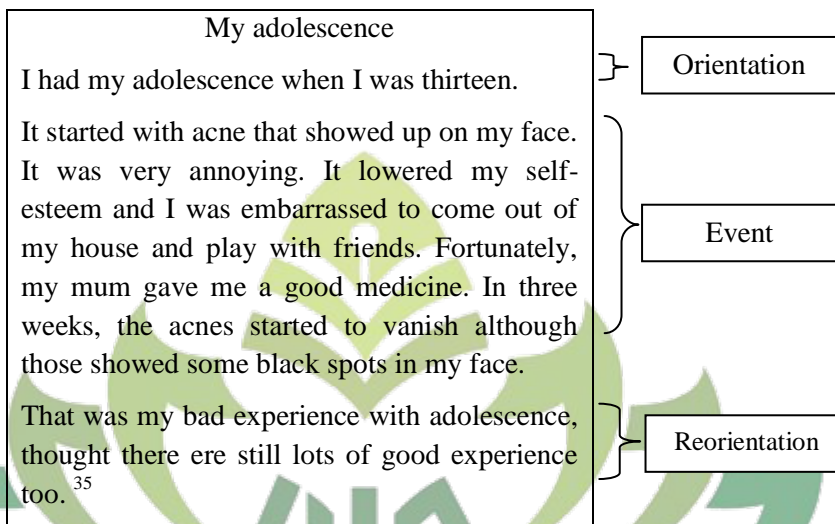


Figure 3. example of imaginative recount

Based on explanation above, the focus of the researcher was factual recount. It was because factual recount text has been taught to the students and also appropriate with the syllabus.

D. Concept of Approach, Method, Technique, and Strategy

In general area of methodology, people talk about approaches, method, technique, strategy, and procedures, all of which go into the practice of English teaching. An approach describes how people

³⁵ Mukanto, English on Sky 2: for Junior High Scholl Year VIII. (Jakarta : Erlangga, 2007), p. 75.

acquire their knowledge of the language and make statement about the condition which will promote successful language learning.³⁶

According to Brown, approach theoretically well-informed positions and belief about the nature of language, nature of language learning and apply capability of both pedagogical setting.³⁷ Harmer states that people use the term approach to refer the theories about the nature of language and language learning which the source of way things are done in the classroom and which provide the reasons for doing them.³⁸ It means that approaches how the people that the knowledge to achieve the successful in language learning.

A method is practical realization of an approach. The originators of a method have arrived at decisions about types of activates, roles of teacher and learners, the kinds of material which will be helpful, and some model of syllabus organization. Methods include various procedures and technique is something that actually take place in language teaching and learning in the classroom.³⁹ It means that technique is the important activities in learning process to get a good class situation teacher have to use interest technique in the class. Technique must be consistent with a method and therefore in harmony with an approach as well.

Strategy is a generalized plan for a lesson which includes structure, instructional objectives and an outline of planned tactics, necessary to implement the strategy.

Based statement above, in order to solve the problem in learning English read, encode, annotate, ponder (REAP) is one of the strategy in teaching learning process. Therefore, by using REAP strategy in learning reading comprehension, students will have fun when learning in the classroom.

³⁶ Jeremy Harmer, *The practice of English Language Teaching Longman Handbooks for Language Teacher*, (London; Longman, 2001), p. 78

³⁷ H. Douglas Brown, *Teaching By Principle, an Interactive Approach to language Pedagogy*, (San fransisco : University Press, 2000), p. 16

³⁸ Jeremy Harmer, *The practice of English.....p.78*

³⁹ Ag. Bambang Setiyadi, *Teaching English as Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.14

E. The Nature of REAP (Read, Encode, Annotate, Ponder) Strategy

1. Concept of REAP (Read, Encode, Annotate, Ponder) Strategy

The purpose of teaching reading is to know ability in comprehend of the text. One of them is Read, Encode, Annotate and Ponder (REAP) strategy. According to Andarini and Ali, REAP (Read, Encode, Annotate, and Ponder) is one of reading comprehension strategy proven to have positive effect to increase students' comprehension while reading text.⁴⁰ It mean that In order to help the students comprehended a text, there were some learning strategies in teaching that could be used by a teacher. One of them is Read, Encode, Annotate and Ponder (REAP) strategy.

According to Eanet and Manzo REAP strategy is to develop students to a greater understanding of writer's roles in writing and improve their reading comprehension.⁴¹ It mean that REAP strategy will help the students to connect between a text and their words to enable them to communicate their understanding of the text and improve reading comprehension of students. REAP is an acronym for the following stages of reading: *Read, Encode, Annotate and Ponder*.

According to Allen, REAP strategy is a strategy or helping reader and understand a text. REAP is acronym for Read, Encode, Annotate, and Ponder.⁴² It means that this strategy, where the students go back to the text for each stage, the will consider the text fom a

⁴⁰ Andarini Permata Cahyaningtiyas, Ali Mustadi, " The Effect Of REAP Strategy On Reading Comprehension." *EDP Siences Of Conferences*, Vol. 43 No. 14 (January, 2018) p. 2 . Available on: https://www.researchgate.net/publication/322761162_The_Effect_of_REAP_Strategy_on_Reading_Comprehension. Accessed on : Monday, 22 December 2019.

⁴¹ Marilyn G. Eanet and Anthony V. Manzo. "REAP - A strategy for improving reading, writing, study skills". *Journal of Reading*, Vol. 19 No. 8 (May 1976). p.648. Available on : <https://frasebunak1989.files.wordpress.com/2018/03/reap-a-strategy-for-improving-readingwritingstudy-skills.pdf>. Accessed on : Monday 22 December 2019.

⁴²Vera Maria Santi, "Improving Students Reading Comprehension By Uding Reap (Read, Encode, Annotate, Ponder)", *EDP Siences Of Conferences*, Vol. 12 No. 11,(January,2015), p. 2

different perception. Each stage asks the students to analyze the text at higher level to increased deepen comprehensions

The conclusions, REAP is to develop students to a greater understanding of writer's roles in writing and improve their reading comprehension, and one of reading comprehension strategy proven to have positive effect to increase students' comprehension while reading text, so it can be applied on reading comprehension activities. REAP strategy can be one of learning strategy alternatives not only can be implemented for Indonesian subjects, but every subject who need to comprehend some texts.

2. Procedure of using REAP (Read, Encode, Annotate, Ponder) Strategy to students reading comprehension.

Using read, encode, annotate, ponder (REAP) is able to elaborate by following explanation :

Procedures by Eanet and Manzo:

1. **R=** Read through the text quickly and predict the writer's main idea.
2. **E=** Encode the text by putting the main ideas in your own words/language. Use the text margin to write key words and notes, underline and highlight key words from the text.
3. **A =** Annotate the text by writing a statement that summarizes the important points and share it with others. Tell the student next to you in more detail what the text is about, let him/her tell you and discuss the differences.
4. **P =** Ponder/ process what you read by thinking and talking with others. Reflection the meaning and seek connections with what you know to increase memory. REAP strategy will help the students to connect

between a text and their words to enable them to communicate their understanding of the text.⁴³

Another procedure in teaching reading comprehension by using REAP strategy that is: The first step is reading the whole text; the second is encoding the author's ideas into their own words. The third step is annotated, in this step, the students take a note about what the ideas in a piece of paper. The note that they take should in their own language. The last step is pondering the annotation. In this step, the students ponder or make the consideration or conclusion about what they have made in their annotation. The pondering activities can be done by thinking by themselves.⁴⁴

It can be concluded that according to Fitra Mutia *et.al*, there are four procedures same with procedures by Eanet and Manzo. And from this procedure the readers can know if REAP strategy will help the students to connect between a text and their words to enable them to communicate their understanding of the text.

Based on two sources of procedure of REAP, the researches can conclude the own procedure. There are four-steps:

1. **R** - Read the text

Students can read the text

2. **E** - Encode the writer's message

Students Encode the text by putting the main ideas, the students can use underline and circle words (key word) from the text.

3. **A** - Annotate by writing the message for yourself.

In this step, the students annotate the text by writing a statement that summarizes the important points.

⁴³ Marilyn G. Eanet and Anthony V. Manzo. "REAP - A strategyp.648

⁴⁴ Fitrah Mutia, Anshari Syafar, Anjar Kusuma Dewi "Applying Read, Encode, Annotate And Ponder (Reap) Technique To Develop Reading Comprehension Of The Grade X Students". *e-Journal of English Language Teaching Society (ELTS)*, Vol. 4 No. 1 (March 2016), p. 3. Available on : <https://media.neliti.com/media/publications/242257-applying-read-encode-annotate-and-ponder-08d15a96.pdf> accessed on : Monday, December 18, 2019.

4. **P** - Ponder the message through self-questioning and discussion with the other students.

The Simple of REAP Strategy step:

R Read text	E Encode the text
A Annotate Text	P Ponder Text

3. Advantages and Disadvantages of REAP (Read, Encode, Annotate, Ponder) Strategy

a. Advantages of REAP (Read, Encode, Annotate, Ponder) Strategy:

According to Vera Maria Santi, advantage of REAP (Read, Encode, Annotate, Ponder) strategy has some advantages to help students comprehending a text. Firstly, the students can revisit the text several times as they work through the REAP process. Secondly, students can understand the text by restate main ideas and important points of the text in their own words. Thirdly, the students also can make a personal connection between the texts with their understanding. And the last, annotating steps can improve the students' attention and make reading a more active process.⁴⁵ The conclusion is REAP strategy is to develop students to a greater understanding of writer's roles in writing and improve their reading comprehension, and one of reading comprehension strategy proven to have positive effect to increase students' comprehension while reading text because every steps in REAP strategy had some advantages in order to help students understanding a text and summarize a text.

⁴⁵ Vera Maria Santi, "Improving Students Reading Comprehension By Using REAP (Read, Encode, Annotate, ponder) strategy." *Journal of Linguistics and Language Teaching*. Vol. 2 No. 1 (July, 2015). p.2. Available on :

file:///C:/Users/pppt/AppData/Local/Packages/MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/120-133-1-PB%20(1).pdf accessed on : Friday, December 22, 2019.

b. Disadvantages of REAP (Read, Encode, Annotate, Ponder) Strategy:

REAP Strategy is one of the strategies that can be applied to teach reading especially in recount text. However, this kind of strategy still has a disadvantage. From disadvantage above, the researcher concludes that disadvantage of REAP (Read, Encode, Annotate, Ponder) Strategy are need must times to applying, and the last many steps in REAP Strategy. Because this strategy need must time to applying and many steps in this strategy, the teacher can make small group discussion, it can help them to divide discussion every step to easy understanding the steps and does not need much time to finish every step.

F. Concept of Skimming and Scanning Strategy

1. Definition of Skimming and Scanning Strategy

This section discusses theories relating to this research. There are several theories needed to explain the theory of skimming and scanning strategy which was presented as follows.

Skimming and scanning is the strategy in teaching reading comprehension.⁴⁶ Skimming involves the use of strategies for guessing where important information might be in a text and then using basic reading comprehension skills on those parts of the text until a general idea of its meaning is reached.⁴⁷ According to Brown, Skimming is a strategy of rapidly moving the eyes over the text with the purpose of getting only the main ideas and the general overview of the content.⁴⁸ This means that it is mostly used to identify the main ideas of a text, and this is often done when the reader has a lot of

⁴⁶ Andi Asmawati, *The Effectiveness Of Skimming And Scanning Strategy In Improving Students' Reading Comprehension*, Sate University Of Makasar Vol. 1, 2015 Availabe On : <http://journal.uin-aulauddin.ac.id>. Accessed On : 22 Oktober 2019

⁴⁷ Jack C. Richard, *Longman Dictionary Of Language Of Language Teaching And Applied Linguistics* (Hongkong : Longman Group, 2010). p.532.

⁴⁸ H.Doughlas Brown, *Teaching by Principles : An Interactive Approach to Language Pedagogy 2nd Ed* (New York : Longman, 2001), p. 308

material to read in a limited amount of time or skimmed when they want to answer questions based on the text quickly.

According to Brown, scanning strategy is the strategy for quickly finding specific information in a text while ignoring its broader meaning. Scanning is simply means searching with a purpose reading the text quickly to find specific information.⁴⁹ It means that, scanning is a strategy to look for specific information or ideas in a written text such as name, date, place, or certain content without reading the entire reading text. besides the reader can also scan the text looking for clues from an image contained in the reading text.

Based on the explanation above, Skimming and scanning are reading strategy that use rapid eye movement and keywords to move quickly through text for slightly different purposes. Skimming is reading rapidly in order to get a general overview of the material. Scanning is reading rapidly in order to find specific facts.

2. Procedure teaching using skimming and scanning strategy

There are steps of Skimming and Scanning Strategy that will be prepared by the students in reading. The Implementation skimming strategy:

1. Read the title.
2. Read the introduction of lead paragraph.
3. Read the first paragraph completely, if there are subheadings, read each one, looking for relationship among them.
4. Read the first sentences of each meaning paragraph.
5. Dip into the text to looking for clue words, proper noun, unusual words, enumeration, qualifying adjective, typographical cues.

Then, there are several steps to maximize use of scanning system on reading comprehension:

⁴⁹ *Ibid*

- 1) keep in mind at all the time what is you are searching for.
- 2) Anticipate in what from the information is likely in appear numbers, proper nouns, etc.
- 3) Analyze the organization of the content before starting to scan.
- 4) Let your eyes, run rapidly over several lines of print at a time.
- 5) Read the entire sentence when you find the sentence that has the information you seek.⁵⁰

From those steps, there are some steps of teaching reading comprehension using skimming and scanning strategy, are follows as:

Pre-reading activity:

1. The teacher greets the students
2. The teacher checks attendance list of the students
3. The teacher gives introduction a topic brainstorming lesson to the students
4. The teacher explains about recount text

Whilst-reading activity:

1. The teacher distributes text to the students
2. The students read completely of the text, students looking for clue word to know the text
3. Then, provide question for the students to classify best answer skimming
4. The students read of the text; students rapidly read of the text. Then, students find information

⁵⁰ Iwan fauzi, *The Effectiveness Of Skimming And Scanning Strategy In Improving Students' Reading Comprehension and Reading Speed Rates For Students Of English Study Program*. Register Journal. Vol. 11 No. 1. 2018 Available On : <http://journalregister.iainsalatiga.ac.id>. accessed on : 10 March 2020.

5. Then, provide question for students to classify best answer scanning.

Post-reading activity:

1. The teacher asks the students about their difficulties in learning reading comprehension
2. After the students understood the teacher close the class.

3. Advantages and Disadvantages of skimming and scanning Strategy

a. Advantage

There are some advantage of skimming and scanning strategy, there are follow : we can understand the contents of each passages exactly, we can understand the organization of the text perfectly, and then we can save the time to read long passage, we can improve the understanding of the text, next we can choose correct answer exactly and the last we can trained to run their eye to get information quickly, directly. Based on the explanation above, the advantage of skimming and scanning strategy is developing reading comprehension. Thus, the students can understand of the text and quickly to answer of question about the text and can increase knowledge.

b. Disadvantage

There are some disadvantage of skimming and scanning strategy, there are follows: superficial, not specific enough to be able to tell all the details, to pass exam about it. We often have gone back and re-read the entire passage again to understand and poor comprehension and retention of material.⁵¹

⁵¹ Intan Rani Aritonang, Sandi Lasmana, Deti Kurnia” The Analysis Of Skimming And Scanning Technique To Improve Students Reading Comprehension”. *Professional Journal Of English Education*. Vol. 1. No. 2. (March, 2018). P. 103.

G. Frame of Thinking

English is foreign language; English has four skills. Reading is one of important skills for students. The teacher should be able to choose suitable material and had a good strategy to teach English to be more interesting in the class. In the learning process, it is not only focus on the material but also the teacher should choose the appropriate strategy to teach the students in the class. The teacher makes the student are interested and give their attention to follow learning process, especially in reading to comprehension a text or the material.

Reading has very important social role in our life. Reading is use by the readers to get information this would be submitted by the author through the written language. Effective reading strategies are considered as significant skills that have received the special focus on students reading comprehension proficiency. Reading comprehension, review the effective strategies for reading comprehension, and finally mention findings of learners' reading strategies and their reading comprehension proficiency.

Read, Encode, Annotate and Ponder (REAP) was appropriate to overcome the problem. It was because every step in REAP strategy had some advantages in order to help students understanding a text and summarize a text. It means that REAP strategy will help the students to connect between a text and their words to enable them to communicate their understanding of the text.

H. Hypothesis / Assumption

Based on the frame of thinking above, the researcher would like to propose the hypothesis as follows:

Ha : There is a significant influence of using REAP (Read, Encode, Annotate, Ponder) Strategy toward students reading comprehension in recount text at the second semester of the eighth grade of MTs Al-Mubarak Bandar Mataram in the academic year of 2020/2021.

Ho : There is no a significant influence of using REAP (Read, Encode, Annotate, Ponder) Strategy toward students reading comprehension in recount text at the second semester of the eighth grade of MTs Al-Mubarak Bandar Mataram in the academic year of 2020/2021.



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